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ABSTRACT

In this age of world-mindedness, children should develop an appreciation and understanding of people of other cultures. This document contains some of the material presented in a workshop on teaching children about the cultures of the Pacific Rim through the use of folklore and folktales. A dialogue from Peter Parley's Adventures of James Jenkins is presented which illustrates some aspects of the culture of Pacific Coast Indian tribes. (Peter Parley is the pen name of Samuel Griswold Goodrich, one of the first U.S. writers of social studies materials intended for children.) A list of activities that could be used in conjunction with this dialogue is offered. The narrative which accompanied a slide presentation and some questions and answers about the dialogue are also included. The dialogue itself contains numerous pen and ink drawings. (JB)

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SCENARIO

Workshop:

Using Children's Literature to Address Pacific Rim Cultures

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An International Conference on Social Studies Education

The University of British Columbia, Vancouver, Canada.

June 22-25, 1988

SCENARIO

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AN INTERNATIONAL CONFERENCE ON SOCIAL STUDIES

JUNE 22-25,1988
THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER, CANADA

USING CHILDREN'S LITERATURE TO ADDRESS PACIFIC RIM CULTURES

BEN SMITH
JOHN DAVIS
JESSE PALMER

RUNNING HEAD: CHILDREN'S LITERATURE

THE FOLLOWING INTRODUCTION WAS ACCOMPANIED BY THE FIRST TEN SLIDES OF THE EIGHTY SLIDE PRESENTATION.

Introduction

Dr. Smith, Dr. Palmer, and I welcome you to our workshop which is entitled Using Children's Literature to Address the Pacific Rim Cultures. It is our intent to address some of the cultural mosaic of the Pacific Rim by the use of two sections of children's literature - folktales and folklore. We chose these selections because they have been used to record and convey the heritage of many cultures. We are convinced that it is a natural approach to develop cultural awareness that is not offered by a textbook or other formal social studies teaching methods. Through the recurring universal themes of this literature, students develop understandings and insights that help strengthen them as brothers and sisters in a universal human family.

We feel in this age of world-mindedness that children should develop an appreciation and understanding of people of other cultures. It would only be natural to use these sections of children's literature because there is such a wide and excellent variety of material to draw from to study the cultures of the Pacific Rim. This approach gives children a more complete picture of the cultures of other countries than could be gained through textbooks dealing with factual materials. This approach not only furnishes enjoyment, but also provides rich and varied experiences for the students to express their wonder, to ask questions, and to be offered some explanations.

Social studies has the role of preparing future citizens to function efficiently in society. To do so requires understanding others. Folklore may help students appreciate other people and their cultures. The customs and values of a culture often are transmitted through its folklore. The survival of folk literature over the centuries is a good indication of its interest and importance to its teller and listener. Children find folktales just as fresh and interesting as did children hundreds of years ago.

This type of literature provides insights into the way people thought about and explained events. These tales vary in interesting ways from one country to another. They help provide children with glimpses into other cultures. I would like to add that an additional resource that could be useful in this subject area is the booklist and teaching units available through the Information Center on Children's Cultures, a service of the United States Committee for UNICEF (321 East 38th St., New York, NY 10016).

Through the use of dialogue taken from children's literature and folklore about some of the people of the Pacific Rim, we will demonstrate how to add an exciting extra dimension to social studies classes. In addition to the dialogue, a demonstration of a lesson using folklore and selected games will be presented. The dialogue will be conducted by Dr. Palmer, Dr. Smith, and myself (John Davis).

The theme of the dialogue will be Peter Parley's Adventures of James Jenkins. First, we should explain that Peter Parley is a pen name used by Samuel Griswald Goodrich, one of the first American writers of social studies materials that explicitly addressed American children. The popularity of his books is evidenced by the fact that his works sold over twelve million copies and many of his works were pirated by publishers in the United States and abroad.

Goodrich was born in Ridgefield, Connecticut, in 1793. He became a well-known publisher in Hartford and Boston. Before his death in 1860, he had written numerous books especially planned for use in schools. His goal was to provide interesting and informative reading for children.

Following our reader's theatre we will demonstrate with the aid of some of the audience how to use an Australian folktale about Goo-Goor-Gaga, the Laughing Jackass as an innovative teaching method. You will further experience a hands-on demonstration of using children's literature and folklore by playing games that were adapted originally to the Australian folktale and Peter Parley's Adventures of James Jenkins.

If time permits, we will show a slide demonstration about some of the folktales of the Pacific Rim. Dr. Palmer will address their usage as a teaching method. We will conclude our session with a Peter Parley bibliography handout and a five minute-tape about Peter Parley. Any remaining time will be used for questions and answers.

PETER PARLEY'S ADVENTURES OF JAMES JENKINS

BY
UNCLE BEN
COUSIN JESSE
AND
JOHN BOY

ILLUSTRATIONS BY SYLVIA S. SMITH

PETER PARLEY'S TALES

Peter Parley's

Adventures of James Jenkins

Peter Parley:

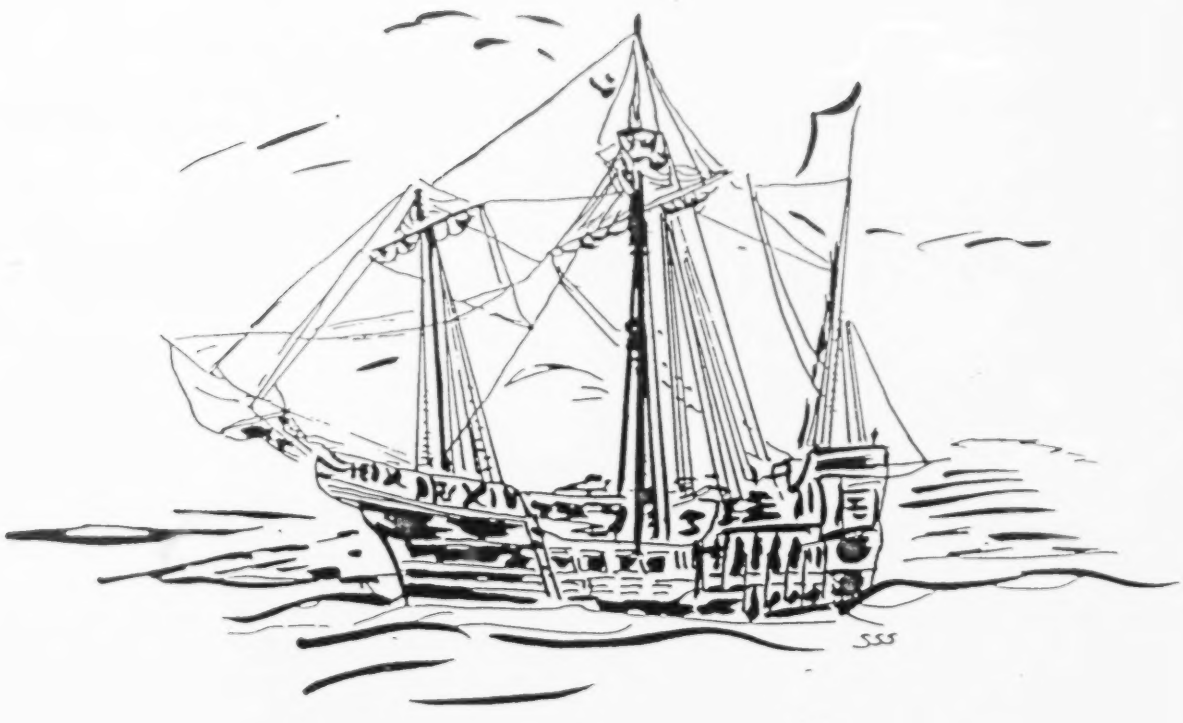
In my stories about the islands in the Pacific Ocean, I told you about James Jenkins. You will remember that he, with another sailor, was coming to our ship in a small boat when a storm arose, night set in, and we saw them no more. During my long voyage in the Pacific, I mourned over the loss of my friend, having no doubt he was dead.

After my voyage in the Pacific, I lived in Boston and decided to go to sea no more. I was almost too old; and, besides, the unhappy result of my last voyage made me weary of the sea.

I was sitting by the fire, one day, when a sailor, whom I had never seen before, entered my house. Having asked my name, he then proceeded to tell me the following story.

Sailor:

I was sailor on board a whaling ship, bound to the northern parts of the Pacific Ocean. We were on the western coast of America when, needing wood and water, we anchored near the shore. I was sent, with several men, in a boat, to gather supplies.



While we were cutting down some trees, we saw, at a considerable distance, two men running toward us, pursued by as many as fifty Indians.

Since we had left our arms in the boat, we immediately ran, jumped into it, and put off from the shore. The two persons soon came to the beach and one of them jumped into the water and began to swim toward us. The other was seized by the Indians.

The man who was in the water, seeing that his companion was taken by the Indians, immediately swam back to shore and, seizing a large stone, he hurled it at the Indian who held his companion with such force as to knock him down.

Hurriedly, the two men jumped into the water, and swam toward the boat. We rowed toward them; and, at the same time, the men on board fired one or two shots among the Indians. They, however, discharged a shower of arrows at the men in the water.

We soon took the two individuals on board. One of them, whose name was Jenkins, had no less than four arrows sticking in him when we took him into the boat. One of these had passed entirely through the fleshy part of his arm.

The two men then told us their story.

Jenkins:

We sailed on the ship, Beaver, of Boston, which had come to this shore on a trading voyage. We were separated from her one night by a gale wind when we had gone to shore in an open boat.

We tried to return to the Beaver, but were driven back to the shore, and our boat was dashed to pieces upon the rocks.

We fell into the hands of the Indians, who held us captive for eight months. When we saw your boat approaching, we ran from the Indians with all our strength and escaped.

Sailor:

We now took the men to our whaling ship where they were treated kindly by the captain. They had worn out their clothes and were dressed in the skins of wild animals. The captain gave them some new clothes, and they became sailors on board our vessel.

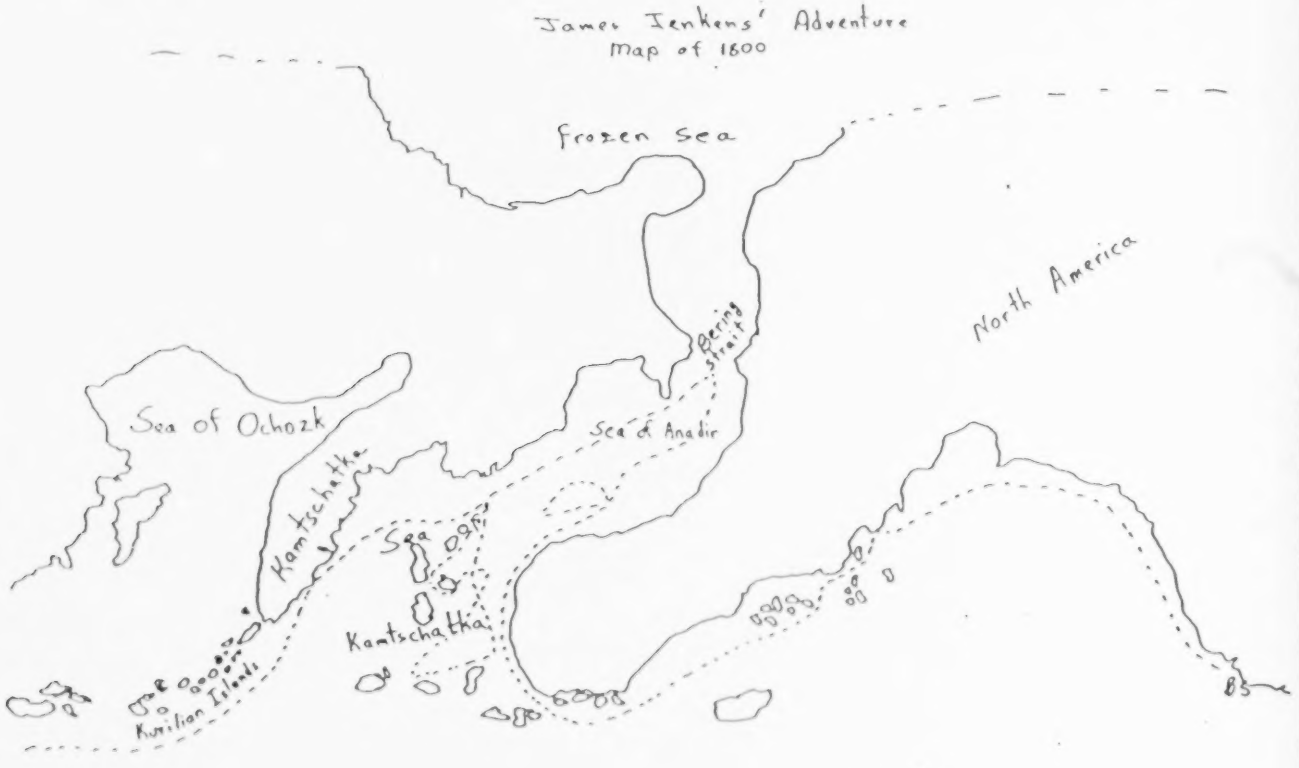
Afterwards, I became very well acquainted with Jenkins and liked him very much. He had experienced a great many adventures, and he told me about them all. He told me a great many things about the Indians among whom he had been living.

Jenkins:

Most of the Indians had their heads flattened, in a very curious manner, by placing them between boards, when they were children. They lived in low houses, partly underground. Their chief food was fish; and if it smelled badly, they loved it so much the better.

Sailor:

In a few days, our ship proceeded on her voyage. We went far to the north and journeyed near the Bering Strait. The sea was covered with large islands of ice; but we soon began to find whales, and, in a short time, we killed several of them.



Great South Sea
or
Pacific Ocean

We had a method of harpooning whales, which, I believe, is not very common. Instead of throwing the harpoon from the hand, we would shoot it into the whale from a small cannon.

After we had taken several whales and obtained a large quantity of blubber, we then went to land, melted it down, and put the oil into casks.

We continued to hunt whales for about eighteen months. In the summer, we went far to the north and entered the Bering Strait.

We crossed over to the opposite continent and, in one instance, we touched at Kamchatka. I have never seen any thing so wonderful as the mountains there. They rose up suddenly from the plain, to a height of more than three miles. Their tops were always covered with ice and snow; but they were volcanoes and several of them, by night and day, constantly sent forth great volumes of fire and smoke.

I went ashore, for a short time, at Kamchatka, and there I saw some of the people and observed their way of life. Their country was very cold, so they covered themselves with furs. Their houses were covered with turf, but without chimneys. They made a fire in the middle, and the smoke went out of a hole at the top. The houses for winter were made partly underground. Those for summer were raised upon high stakes.

We fished for about a year, then our vessel set out on a return voyage.

As we moved into some warmer water, several of the men went into the water to bathe. Among these men was Jenkins.

While he was swimming about, some of the men who were in the boat saw a shark, near the surface of the water, pursuing him. They called out to him, and he swam, with all his might, towards the boat. He had just reached it, and they were pulling him in, when the shark seized one of his legs, and bit it off.

He was taken on board the vessel; everything was done for him that could be done. The poor fellow grew faint. He saw that he could live but a very short time. He called for me, and I sat down by him. He could not speak loudly, but he told me his last wishes.

Jenkins:

Go to my friend Peter Parley. If my good old mother is living, let her have what little property I leave behind. I wish to God I could see my mother once more; I wish she could be here to pray for me; but perhaps she is not living. It has been two years since I have seen her. If she is not living, tell Peter Parley to take the property himself. And now, my friend, God bless you. I have but a few minutes to live, and I wish to ask forgiveness of Heaven for all my sins.

Sailor:

The poor fellow then closed his eyes and seemed to be absorbed in prayer. Within a short time, he died. He was a brave fellow and I loved him with all my heart.

Parley:

Such was the story that the sailor told me. As he ended it, the tears ran down his rough cheeks, which he wiped away with his hand, as if ashamed of them. My own tears flowed with his. Jenkins, though a sailor, was a good man. He was very honest and gave all the money he earned to his mother. He was my best friend, and his sad death grieved me.

His mother, who was a very old woman, was dead; and, as he had no other relative living, I took the property which amounted to about $500. This little sum has been a great comfort to me in my old age; and, with the little I receive from the sale of my books, I get along very well. If I have had misfortunes in life, I have also enjoyed many blessings. I hope I may never complain about the one, and never cease to be thankful for the other.

So now my young friends, I have already told you a long story. When next we meet, I will tell you another tale.

Application Composite of Activities
for Peter Parley's Adventures of James Jenkins

1. Vocabulary development
2. Write your own myth, tale, or something new
3. Make a continuing story
4. Make a different ending or additional episodes
5. Shoebox diorama about certain scenes
6. Make a class mural
7. Draw or construct a map to go with the action
8. Make a pictorial map
9. Make a gameboard or game
10. Construct a puzzle
11. Share food that could have been in the story
12. Make a research report
13. Read related literature/or references
14. Write a newspaper story
15. Use a reinforcement table
16. Dramatization (play or skit) or roll playing
17. Use mood music
18. What character am I?
19. Art activities and illustrations
20. Create a play
21. Create a television play
22. Pantomime
23. Make mobiles
24. Do classification
25. Do problem solving
26. Compare and contrast
27. Boat construction or drawing
28. Map skills (all kinds)
29. Values clarification
30. Conservation and ecology themes

Ben: Peter Parley's Adventures of James Jenkins

Slide #

1. The image you see before you is intended to represent a kind uncle and trusted teacher. I want my young readers to know their story teller/ teacher. Peter Parley resembles one of my teachers whom I loved and respected. You may also note some resemblance to Ben Franklin.
2. The Pacific Ocean and Boston, Massachusetts are geographic places. They are at opposite sides of the American continent. Here I help students develop a geographic place vocabulary.
3. Once again we allude to places - the North Pacific and the west coast of America. Here we also address economics. Whaling was a profitable industry which employed many people during the time of Jenkins' adventure.
4. Native Americans often resented the encrouchment of European types as well as other outsiders. My students may note that when two cultures, strange to one another, come into contact, there is often conflict and hostility. Ignorance appears to cause problems.
5. During this fearful incident, I show a man as he risks his own safety for the sake of a friend. We might ask our young readers to make some observations about the appropriateness of the man's actions.
6. The technologies of two cultures are here represented. Our readers might examine the technologies and assess the probably outcome of cultural conflicts.
7. Here we see the whalers accepting two total strangers. Let us ask our students to question the wisdom of greeting all strangers with open arms.
8. I show here that transport over great distances was often by boat. What route would Jenkins have traveled from Boston to the Pacific?

9. Here I wanted my young readers to see how men might accept an unwanted situation. But, at the first opportunity they might try to change their situation.

10. Again I guide my readers to examine differences in two cultures. Were Jenkins and his companion being punished when they were made to wear animal skins?

11. Our young readers will want to note that Jenkins has been observant during his adventures. Being a good observer can benefit people in many ways.

12. In this scene, I wanted to teach something about the culture of the Indians. Some knowledge of another culture can encourage respect for that culture.

13. Youngsters need a geographic place vocabulary. Here they are provided a picture of where Jenkins traveled along with place names.

14. I wanted my readers to see some of what was done by men who hunted whales.

15. Here I gave a view of one activity which takes place during the processing of whale blubber. Students will note that whales were killed for the oil which could be made from their blubber.

16. My readers are given a look at the topography, geology, and a place name which distinguish this place from most others on earth.

17. Here I wanted to acquaint students with the culture of those who live on Kamchatka. There may be lessons to be learned from other cultures.

18. Youngsters might consider personal cleanliness. How did men who were whalers manage cleanliness?

19. I wanted my students to see how sailors might spend some of their

20. leisure time and how the pursuit of leisure might entail some danger.

Peters rationale

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20. some of their leisure time and how the pursuit of leisure might entail some danger.

21. I herein allow my readers a glimpse of a sound religious foundation possessed by a man of the world. It also demonstrates the love and respect Jenkins had for his mother.

22. My readers are given a picture of burial at sea and how some people address death.

23. I am pleased to admit that I, and other men, weep when we grieve. To do so enables men.

24. As at the beginning of my books, I end a tale by talking with my readers, providing an image of myself. I further encourage my readers to look forward to future contacts with me in upcoming stories.

APPLICATION OF PETER PARLEY'S ADVENTURES OF JAMES JENKINS

PAGE NUMBER

1. Vocabulary development, research the dress of that time; compare and contrast: small boat construction, water safety, types of storms, tracking charts and maps; drama and role playing; listening skills.

2. Types of heating and lighting; house constructing; role playing as to what you get weary of or lose interest in; changing values; map skills.

3. Large ship construction; latitude and longitude; reports on whaling as to how, by-products, and types and location of whales, why we need to protect whales; make list of supplies needed for trips; what are the different jobs done on board ships; basic map skills.

4. Classification of Indians, weapons, dress, and customs; role playing; vocabulary development; tolerance of customs, etc.

5. Role playing as to sharing, rights of others, different customs, songs, etc. comparing and contrasting cultures as to need, products, etc.

6. Students could relate or role play situations that were threatening to them or someone else. Students could do research on weapons of that era. Students could compare and contrast weapons of today to the past and weaponry of different cultures. Vocabulary development; could construct a game.

7. Students could role play an injury, or discrimination. Students could discuss acceptance/peer pressure.

8. Students could discuss/make a bulletin board/mural or do reports about transportation during that time- or compare and contrast transportation of past and present. Develop map skills (as to route, etc.); vocabulary development; role playing and comparison of dangerous situations such as thunderstorms, gales, hurricanes, etc.

9. Students could role play/write a short paper/ discuss unhappy situations or what the men in the story may have encountered. Values clarification- as to how to take an unhappy situation and make it livable. Indian village construction and operation. Reports on Indian mores, customs, and food.

10. Values clarification or situation open ended questions as make believing you are in the pictures- "What do you

hear?", "How does the picture make you feel?"; Could use storytelling; could discuss dress and customs of different cultures; students could pantomime.

11. Students could share experiences, stories, favorite book of adventure. Students could do creative writing, activities. Make a skit of adventures.

12. Students could do a shoebox diorama, make a mobile, do an illustration. (Also see number 9.)

13. The students could take part in map skills, make reports, compare and contrast maps of old and moderns, make navigation games. Vocabulary development or game could use reinforcement table. Could draw or construct a map to go with the action.

14. Whaling game or puzzle. Make game board. Students could do art activities and illustrations. Students could compare and contrast whaling activities. (See also number 3.)

15. Vocabulary game/or development. Reports on whale products. Write a newspaper story on whaling. Construct game board about whales locations. Make a tale about whales. Give reports or other stories about whales.

16. Students could learn dates/or construct a date line. Students could construct model volcanoes and/or give reports on volcanoes. Several science concepts could be incorporated. Make maps of land relief or geography concepts. Students could use additional references.

17. Vocabulary development. Could do research on cultures and customs. Could do weather reports and/or comparison of weather conditions. House construction study/report. Could do product research and custom research. Could make a puzzle about the region. Could make art illustration.

18. Vocabulary development. Hygiene discussion. Water safety. Re-write story from this point.

19. Report on dangers of the sea. Compare and contrast the injury as today and then would the man live. Write a newspaper story describing. Use open-ended questions- "What would you do if you were Jenkins or a man in the boat?" Pantomime.

20. Role playing of use of leisure time. Role playing values clarification about death. Discuss family ties, maybe make a mobile about the family.

21. Discuss buriel at sea and land. Discuss emotions and

death. Discuss religion differences, etc.

22. Write a report on unhappy situations. Do problem solving. Discuss emotions.

23. Discuss emotions. Use problem solving.

24. What woud you have done with the money. How does the amount compare with today's? Why do people need to save money? Improvisation- such as understanding parents and money.

QUESTIONS AND ANSWERS TO THE ADVENTURES OF JAMES JENKINS

What was the type ship used by the men who saved Jenkins? It was a whaling ship.

From what was Jenkins saved? He was saved from Indians.

What was the ship's location when it stopped for supplies- saving Jenkins in the process? The ship was located on the western coast of America.

What was the main food of the Indians with whom Jenkins lived? The main food was fish.

What did Jenkins and his companions do on board the ship which saved them? They were sailors.

After leaving the west coast, where did the ship sail? The ship sailed north near the Bering Strait.

As they sailed north, what did the travelers find floating? They found immense islands of ice- icebergs.

What did Jenkins want done with his belongings if he died? He wanted them to be given to his mother or to Peter Parley if she was not alive.

How much did Jenkins leave when he died? He left $500.00.

What was the last thing Jenkins wanted to do?
I wished to ask forgiveness of Heaven for all my sins.

On their voyage north, what animals did they first record seeing? They recorded seeing whales first.

What unusual method was used to catch the large animals found in the north? Harpoons shot from a small cannon were used.

Where is Kamchatka? It is on the Eastern Coast of Asia.

How did Kamchatka look? It looked mountainous.

On Kamchatka, what was smoking? Volcanoes were smoking.

What did Jenkins report about the heads of the West Coast Indians? He reported that their heads were flattened by placing them between boards.

How did the natives of Kamchatka dress? They dressed in furs.

What was said about the roofs of winter homes of the people of Kamchatka? They were covered with turf- sod.

In the winter homes of Kamchatka, where did the smoke from fires go? The smoke went through a hole in the roof.

How were Kamchatka winter homes situated in relation to the ground? They were beneath the ground.

How were Kamchatka summer homes situated in relation to the ground? They were raised on high stakes.

What happened to Jenkins while swimming in warm southern waters? His leg was bitten off by a shark- he died.